

THE MASSACHUSETTS TEACHER.

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J. W. ALLEN, EDITOR OF THIS NUMBER.

[May, 1852.]

"EXCELSIOR."

It was a very common inquiry among the ancients, why the number of excellent orators, under all the encouragements the most flourishing States could give them, fell so far short of the number of those who excelled in all other sciences. Oratory is the highest goal of human attainments; and the answers given to this inquiry, are as diverse as modes of occupation and degrees of intellectual culture. Were the youth about to make his first attempt on the arena of life, to propose a like inquiry as to the smallness of the number of men who attain to the highest excellence, the replies would as widely differ. One author says that Homer ennobled his heroes by making them appear like the gods, thus displaying only the imitative energies at the expense of the noble original, which naturally belongs to every hero. Another writer states that Marius Aurelius secured the good opinion of the reader by declaring with great modesty, that it had been his chief care always to imitate the gods. The good Aurelius afterwards says, that in imitating the gods, he endeavored to act like them in the proper use of his understanding, and of all other faculties, thus presenting to the world a perfected model of what the gods had made him capable of becoming.

This sentiment may serve the educated young man as a golden thread to lead him to the highest excellence and to the most valuable success. While he forgets not his proper manhood, that he is subject to innumerable temptations, which will entice him to deviate from reason and goodness, he is urged by every

motive to imitate the pure and to imbibe the divine ; to spurn the war-geniuses of Rome and of Macedon ; to neglect the pleasures which ruined the one, and the profane ambition which shed the blood of the other. The noblest portraiture of excellence in the intellectual and moral sublime, solicit a correspondent development from his insipid man within. While he rejects the opinion that circumstances make the man, he candidly holds that they may serve as the occasion which suggests his career or gives celerity and effulgence to his already ascending orb. It is the man who makes the man, the intellect which bursts its own imprisonment and forms the intellect, the soul that refines and elevates the soul. He reflects upon the circumstances and conditions of Homer, of Virgil, and of Milton ; he takes the most extended view of their state, and then accounts for the production of the *Iliad*, the *Æneid*, and the *Paradise Lost*. On the same principle he explains the sublime discoveries made in natural philosophy and mathematics, by Galileo and Newton. He beholds Bloomfield making shoes in a garret and composing poetry which has delighted posterity, and Goldsmith, compounding drugs in a laboratory, who could indite such imperishable pictures of human life ; the immortal bard of Scotland, who, following the plough, or keeping sheep on the hill-side, could arrange "thoughts that breathe, in words that burn," for the admiration of future ages ; and the prisoner pilgrim of Bedford, who has produced strains that echo to the holiest frames of the inner man wherever the Bible has found its way.

Opinions formed in early life have great influence in directing our career and shaping our destiny. Character formed on the most excellent model, is replete with the good of the world ; and the youth most enterprising in noble thoughts and deeds, regards himself as the world's man. He learns to study the living manners as they rise, analyzes the living heart of the species, and understands how to touch the harp of sympathy with the waking power of human lightning.

The student of books alone, is a cold star, gleaming from a frigid sphere from among abstruse mathematics and abstract philosophical principles. He comes from his study out into the world, but the smell of books is on his garments, his look and acts speak of the inhabitant of the closet, the laboratory, and the observatory. He blesses the world, but only through secondary influences, and it loves him not with a full flame, for he has not touched its sympathies and won for himself a place in its heart. But the philanthropist of preëminent talents has a genial warmth, which glows purely and brightly, and humanity is cheered by his career and inspiring presence. Men gather even about his tomb with true and affectionate admiration of him, as the heaven-cherished property of the world, its presiding,

sympathizing genius. Such were Newton and Howard. The fame of both is imperishable : that of the former is bright, distant and cold ; that of the latter, bright, cheerful and warm. Newton captivates the imagination, Howard enchains the heart ; the one is a crystal intelligence, the other is a glowing sympathy. Both had implicit faith in the most elevated destiny, and while the one believed and thought and studied on, the other believed, acted and felt and drew men after him by the sacred attraction of sympathy. Newton stood by the altar of learning, ever stirred the embers and poured on the sacrifice of his best strength, and the pure flame went curling up among the spheres of heaven ; but Howard stood by the fountains of human comfort, and even cast salt into their waters.

How high the hope, how pure the faith, which illumine the path of the young and piously-educated teacher, who goes forth to act for mankind ! In his symmetrically developed character, the philanthropist, feeling for humanity, the patriot acting for his country, the Christian, claiming his high birthright and destiny, are beautifully blended and harmonized. To him who with a master's hand can move the emotional nature, can stir the tenderness of the heart, can awake the strong to high thoughts and noble deeds, true learning and genuine eloquence pay their homage and tender their service. The power of the bar, the efficiency of the pulpit, the wisdom of the senate, the eloquence of the popular assembly, wait on the steps of the great master of feeling. Christian learning is destined to renovate the world. Her ministers and the educated Christian teachers of our age, shall attend her way, share her honors, and glory in her triumphs. To them are entrusted the lights of wisdom, from their hearts proceed the refreshing streams of renovating truth. They rule the destiny of the world, its happiness is theirs, and its ultimate elevation will be the reward of their toils, their sacrifices and their conquests. Such are the true nobility ; and when the force of battles shall be no more, when hereditary titles and honors shall have passed away, when the race shall have won its ultimate limit of enlightenment, then shall these heirs of immortality claim their reward, and receive their "Excelsior."

THINGS LOST FOREVER.—Lost wealth may be restored by industry—the wreck of health regained by temperance—forgotten knowledge restored by study—alienated friendship smoothed into forgetfulness—even forfeited reputation won by penitence and virtue. But who ever looked upon his vanished honors—recalled his slighted years—stamped them with wisdom—or effaced from Heaven's record the fearful blot of wasted time !—*Mrs. Sigourney.*

SELF-CONTROL ESSENTIAL TO THE TEACHER.

THERE is no qualification in the teacher more essential to his success in governing, than an ability to govern himself;—"He that ruleth his own spirit is greater than he that taketh a city;" and he who cannot control himself, will succeed but poorly in his attempts to control others.

The teacher who loses his temper, loses at the same time, the respect and affection of his pupils, and affords the mischief-loving urchin a strong temptation to experiment upon his weakness. The spirit of the teacher, moreover, by the force of natural sympathy, communicates itself imperceptibly and unavoidably to the minds of his pupils. If he be sour, morose and fractious, these unamiable tempers will soon be kindled in those who surround him. "Face answers to face." If the teacher's countenance be clouded with frowns, the dark image of his own ill-nature will be reflected back upon his own soul, from the group of faces around him that ought to be enlivened by the constant and bright expression of his own benignity.

The scolding mother wonders why her children are so provokingly disobedient. But she need not wonder. It is a provision of nature that the child should imbibe the spirit of those who stand in the place of a parent, and that child must be stupid and idiotic that does not reflect the image of parental peevishness, in impertinence and refractory disobedience. The parent or teacher who is always finding fault with those under his care will always have occasion for censure, for he effectually destroys all motive to good behavior.

The teacher should know how to censure without anger, to punish without passion, and to praise without insincerity. Amidst the provoking annoyances to which his calling is specially and continually exposed, the teacher needs a spirit disciplined to complete self-possession. He only rises to the true dignity of the teacher's work, who preserves his equanimity in the midst of annoying vexations. The passionate teacher if he be energetic, may preserve *order*, as it is called, but his government is that of fear rather than of respect and confidence, a tyranny rather than government. "They make a solitude and call it peace," said the indignant Briton of the invading legions of Cæsar. There are teachers who maintain their authority by a vigorous restraint upon the confiding and joyous spirit of childhood; who *repress* rather than guide the buoyant energies of their pupils; who silence rather than *stimulate* inquiry.

Such teachers may succeed in reducing their pupils to subjection, with the exception of a few who show their superior intelligence by playing truant; he may repress the spirit of

gleeful childhood till the unfortunate subjects of his control have become as mute as mummies, and well-nigh as senseless. Government by fear can be maintained only by vigilant and painful effort. Let such a teacher for a moment relax the reins of his authority, and the elastic spirit of childhood, long subjected to an unnatural and cruel pressure, will rebound with ungovernable violence. The tumultuous *finale*, sometimes witnessed in the closing scenes of our district schools, furnishes a *striking* as well as *noisy* illustration of the beauties of this kind of school government. Benches are sometimes torn up, windows broken, and the schoolmaster pelted with snowballs, in the mere wantonness of boisterousness, rejoicing that a brief reign of odious tyranny is at an end. This is no fancy sketch;—many a teacher, after the fatiguing toils of the winter, has closed his thankless task thus ingloriously.

If the teacher does not covet so unpleasant a termination of his work, let him learn the art of governing others by governing himself. Let him discipline his spirit into uniform expression of benignity. And whilst he maintains an unshaken firmness, subduing the incorrigible by the force of an invincible will, let the law of kindness dwell upon his lips and in his heart. With such a spirit in the teacher, his presence will be a spell to charm the incorrigible and rebellious, and to awaken a thirst for knowledge and virtue. The close of a school conducted under such a benign influence will be no uproarious pandemonium, but the affectionate parting of mutual friends, rendered sacred by a thousand recollections of mutual good offices.

ALPHA.

Maine, March 17, 1852.

GEOGRAPHY.

ALL teachers agree that in the pursuit of this study the first great object is to form in the mind of the pupil a picture of the exterior of the earth, its countries, oceans, mountains, rivers, cities, &c. ; also the relative position of all these, together with their size, form, and appearance. The only point at issue then is, how can this best be done? We know of no better way of doing it than that which we have practised during several terms, viz., requiring the pupil to describe routes from one part of the country, or from one country to another; naming the direction in which he travels, the waters on which he sails, the capes he passes, the rivers he crosses, the mountains he climbs, the cities he visits, and all other matters of interest in the journey. After becoming a little accustomed to this, he may describe his return in like manner.

When still further advanced, he may be required to transport with him the principal productions of the country from which he goes, and return with the products of the country which he may visit; he can also name the wild beasts which he may expect to meet with, as well as the most noted birds, and the manners, customs, and characters of the people, with many other important items, too numerous to mention here.

This method has the double advantage of being very instructive and exceedingly interesting. The pupil thus acquires the very matter which he most needs, and that too in such a form that it is very easily retained. It partakes somewhat of the animation and interest of a real tour, and very seldom fails of engaging the attention of the pupil more than any other part of the lesson. Where this plan is adopted in one class, the teacher will often hear the inquiry from others, "May our class also describe routes?" This certainly is an argument in favor of the course, for what teacher does not know that a great point, indeed the principal point, is gained when the pupil becomes interested, and that one idea which he may voluntarily and cheerfully acquire, is worth a dozen which may have been driven into his cranium with a birchen rod or an oaken rule, inasmuch as the former will almost invariably be retained, while the latter will find the difficulties of escape not to be compared with those of admittance?

Give this mode a fair trial. We ask no more.

J. B.

CHILDREN SHOULD BE TAUGHT TO THINK FOR THEMSELVES.

THE moral cultivation of children belongs mainly to parents at home; and is achieved more by example than by precept. The boy whose father abhors a lie, seldom becomes a liar. Children are imitative beings; and as imitation soon becomes a habit, parents cannot be too careful what examples for imitation they set. We do not pretend to lay down rules for moral training; a sufficiency of them for every practical purpose will be found between the covers of that ancient and much neglected book, the Bible, and it is for parents to make the application clear to their children. We would have the young taught to think for themselves, and assisted to think justly; and, to do this, the parent must himself be capable of thinking justly.

To think for themselves! And how are they to be taught to think for themselves? In various ways; and, if we may be allowed to recommend any branch of education particularly, by the study of the exact sciences; at least, to some extent. It is true that every boy is not qualified by nature to become a

great mathematician, but almost every one is capable of being taught that twice two are four, and we would cultivate whatever mathematical talent a pupil has, were it ever so little. And why, we may be asked, is he to study algebra and geometry, if he is to be a farmer or a shopkeeper? For this reason: it will teach him to think, to weigh every thing, to take nothing for granted without sufficient reason, to examine whatever is doubtful or suspicious, to detect error, and very often arrive at truth. It will make him in a measure independent of the opinions of others, for he who thinks much and deeply, is, if of healthy mind, competent to form opinions of his own. The Elements of Euclid is an easy and delightful book, which it does not require any extraordinary capacity or much time to master; but we will venture to affirm that the few days or weeks spent upon it will give the student a habit of thinking and close reasoning that will never depart from him, and that will be of inestimable advantage to him through life.

ADVICE OF A FATHER TO HIS SON,

MANY YEARS AGO.

THE following letter, written nearly half a century ago, by the Rev. Joseph Thaxter, a pious and honored divine of blessed memory, for many years chaplain in the Revolutionary army, having received his commission from Washington, and whose name will ever be honorably associated with the interesting event of laying the corner-stone of Bunker Hill Monument, having officiated on that occasion as chaplain, will be read with interest, both on account of its practical advice, and the peculiar views entertained at those times.

It is but a just and grateful tribute to say that the son, the Hon. Leavitt Thaxter, distinguished himself in this State, and in the South, as a talented and eminently successful teacher, and that now, when the teacher's armor is laid aside, the honors of the State and the duties of the general government do not lessen his ardor in the great cause of education, to which he has devoted the most and the best of his days.

MY DEAR SON:—I early devoted you to God. I have spared no pains or expense to qualify you to act your part gracefully as a man and a Christian. By my advice you have devoted yourself to the instruction of youth. The office is the most important and useful in which man can be employed. That ought to be esteemed the most honorable which is the most useful. It is so in the sight of God. You will never view it

then as a mean and low employment. Remember the office will never honor you if you do not do honor to that. It calls for many acts of self-denial, or rather self-government. A firm and steady mind, restraining and governing the passions and affections, is of infinite importance in governing youth. Angry resentment for misconduct is wrong. The resentment shown to misconduct should flow from benevolence. Such reproofs can scarcely fail to make deep and lasting impression upon the young and tender mind. Let your government be mild, but firm. Often threatening does no good. It only tends to harden in disobedience. Those who will not be reclaimed by mild and benevolent measures, are unfit for the society of virtuous and well-disposed youth. Prudently point out the errors of such, to their parents or guardians, and take no severe measure without their positive direction. If none are given, lay the case before the trustees, and leave it to them to take such measures with the unruly as their wisdom shall direct. You will find a variety of tempers, dispositions and geniuses. These will have a peculiar effect on your own affections. We cannot avoid feeling peculiar affections towards such as discover talents and virtuous dispositions. Hence, you cannot guard too much against doing any thing through partiality. Let nothing of this appear in your public conduct; it may be allowed in private. Let it be your great object to awaken in every one an ambition to excel. Never mortify one who is not so quick to conceive, but encourage them to persevering industry.

I trust it will be agreeable to the trustees, in the plan of instruction, that the Bible, that holy book, should, some part of it, be read every day, and that prayer be attended, at opening of school in the morning and closing it at night. Let your prayer be short and pertinent, and with the most profound awe of that great and holy Being "who cannot be deceived, neither mocked." It is of the greatest importance that youth look up to their instructors, not only as the wisest, but the most pious and virtuous of men. Oh, my son, set a good example. While you devote all your faculties to teach them knowledge, strive to inspire them with the purest sentiment of piety and religion. Remember you are not only training them up for usefulness in this life, but for eternity. Nothing lays so sure a foundation for usefulness in life, as a mind deeply imbued with the principles of religion and morality. These are the only principles that can render us acceptable to God, or render us happy.

Is your task laborious?—how gloriously does Heaven reward the task, when your pupils go forth and become the ornaments of religion, the supports of society, some to fill the pulpit, some to shine at the bar, and some to adorn the senate. My dear son, arouse all your faculties, discharge a good conscience

toward both God and man, and you will meet the approbation of both God and man, and be for ever happy.

Be not less exemplary in your family. Let your house be a house of prayer, a house of hospitality—not a house of luxuries. Nothing enervates and debauches the mind like luxury. It disqualifies for energetic exertion, brings on a premature old age, and a train of evil that renders the close of life miserable.

You have seen too much of the world not to expect to meet with many difficulties and trials. Nothing but the principles of religion deeply imbibed and steadily practised can afford you solid comfort. There is more comfort in reflecting upon one hour spent in the fear of God, and the right discharge of duty, than in a whole life spent in thoughtless vanity. We live in an age when infidelity and enthusiasm have marred the peace of pure religion. Sectarianism was never more prevalent. My dear son, avoid all parties in religion. You have the Bible which for many years I used to teach you, and remember it was your father's. But remember it is the word of God. Make that your guide, and not the dogmas, creeds, and confessions of fallible mortals. You have Woolaston, you have Stock and Taylor. These are the best helps to a right understanding of the Scriptures. Use them as helps, but not as guides. They are only the opinions and reasoning of fallible men. Though learned and wise, not infallible. The Bible is an infallible guide; though there are some things hard to be understood—yet there is no doctrine or precept, necessary to salvation, but what is plain and easy to be understood. Never enter into warm disputes on those points about which sectaries contend with such bitterness, that they lose the true spirit of Christianity; and while their heads are filled with clouds of mysticism and the smoke of metaphysical nonsense, their hearts are filled with uncharitableness and bitter annoyings. Be on your guard, and never suffer yourself to engage in theological wrangling. Always attend the public worship when the performances are tolerable. Hear, but be careful to judge for yourself. Never admit into your creed a sentiment that will excuse the least immorality. I knew the time when patriotism was a stable and fixed principle, when the good of our country was near the heart of every true American. This produced the most heroic exertion till our independence was established, and a constitution of government formed that was the admiration of the world. The times are altered. The hoarder and the trifler are now the objects of what is called patriotism, but falsely so called. The flood of foreigners which has flowed in upon us from the monarchical states of Europe, have had the unhappy effect of producing a mixed medley of politics. Hating monarchy and declaiming against it, does not constitute a

true republican. It requires much thought and long habit to constitute a true republican. You have been educated in the principles of true Republicanism and must know that it is as opposite to unlimited Democracy, as it is to Monarchy. Party politics will sooner or later prove the overthrow of our republican government. In your situation in life, I think it of the greatest importance that you carefully avoid party politics. But be diligent to qualify your pupils to judge for themselves. It does not require a spirit of prophecy to foresee that the present state of things cannot long exist. Sooner or later a revolution must take place. The heterogeneous mass of the Southwest, of Spaniards, Frenchmen, &c., &c., can never amalgamate with the stern morals of Republicanism of the Eastern States. God only knows how soon an explosion may take place, and a flood of human blood be shed. My dear son, keep to your own business as an instructor of youth, and have nothing to do with politics or wars. Trust in God to protect and defend you; while you adhere to the principles of piety, virtue, integrity and uprightness, you will have nothing to fear. There is a proper respect to be shown to the dignity of human nature, from the prince on the throne, to the beggar on the dung-hill. No human being is an object of contempt till he makes himself so, by an impious and wicked life. And even then, he is an object of pity, whom we are bound to instruct, and if possible reform. There are various grades in society; a just and proper respect is due to every one. Vain adulations are the opposite to contemptuous sneers, and never to be indulged by a wise and virtuous man. No sooner do you fall into the practice of flattering the great, than you become a slave. And if the great are wise and truly great, they will despise you. It is only weak heads and bad hearts that are pleased with flattery. All men have their hobby-horses. We may condescend to their humors, and try to please as far as can be done consistent with truth and a good conscience. These are never to be sacrificed to please the greatest man on earth. Remember Joseph's reply to his mistress is applicable to every deviation from the principles of rectitude, "How can I do this great wickedness and sin against God?" Let conscience be so much your master as never to yield to that which is not just and right. Let your heart be established with truth, and with unshaken firmness adhere to your duty. Though you may meet with rubs, they will only serve to show the integrity of your heart, and secure the confidence and friendship of every wise and good man. Let your deportment be decent and firm, and your conversation such as becometh the Gospel. Carefully avoid levity on one side, and superstition on the other, for "Wisdom's ways are ways of pleasantness, and all her paths are peace."

Time is of all things the most precious. I charge you to spend none of it in gaming; what time you can spare from your studies and school, should be employed in moderate exercise. I advise you to cultivate your own garden. It will be an amusement, and afford much moral instruction; as weeds destroy the fruit, so vicious thoughts and habits destroy piety and virtue. When rooting up the weeds, look into your heart and strive to root out every bad affection.

Idle visits are very corrupting, and late hours are very injurious to health. Be sparing of your visits, always let your conversation be discreet, and, if possible, instructive. Never begin the practice of staying to a late hour. Nine o'clock ought to call you to your family, and to your family duties. Regular hours of sleep are as necessary as regular hours of food, to refresh the body. Irregular hours are very injurious to the health, both of body and mind. Regularity is the life of everything, and gives everything its proper time and place, and keeps everything in order.

Health of body and peace of mind constitute the happiness of man in the present state. Temperance is not a single virtue. It is equivalent to self-government. He that striveth for the mastery is temperate in all things. The passions and affections of human nature were planted within us by our benevolent Nature, for the wisest and best of purposes. They are the main spring of action. Reason and moral sense and conscience were planted in human nature for the wisest and best purposes. These the Apostle calleth the law in our minds. The former the law in our member. These are only servants, and ought always to be kept under strict government. There can be no greater slavery or mean drudgery, than to submit implicitly to their impulse. The doctrine of self-denial taught us by our Saviour, does not require that our passions and affections should be banished from our hearts, but ruled and governed by the dictates of reason and the precepts of the Gospel. As, on the one hand, these teach us not to indulge them to excess, so, on the other, not to use monkish austerities, but to be temperate in all things. All true pleasure lies within the bounds of God's commandments. Every intemperate indulgence mars true pleasure. Every excess, whether of passion, affection, or appetite, has an unhappy effect on the human economy. You will easily, from these observations, perceive not only the propriety, but the importance of the exhortation of St. Paul,—“Let your moderation be known to all men.” Nothing will be so effectual to promote health and long life, as to govern your passions, affections, and appetite, by the laws of reason and the precepts of the Gospel. When we govern them by these, we do not inflict a wound upon conscience, but take the surest and safest way to

preserve the peace of our minds. This is the primary reward of keeping God's commandments, and gives a foretaste of the glorious reward of eternal life.

I know it has been held as a maxim, that health and long life depend upon climate. It is true that standing water, and sunken, swampy and marshy places are unhealthy; they are peculiar to no particular latitude or climate, and do not afford a sufficient argument to prove that health and long life depend on latitude or climate. It only proves that high and dry situations, with running streams and good springs of pure water, are essential to health and long life. I am induced to believe that health and long life depend much more on the mode of living. The opinion that distilled or ardent spirits are necessary to health in warm climates, I believe is as erroneous as it is that they are necessary in cold climates to keep us warm. Certainly nothing is more erroneous. Every unnatural stimulant tends to bring on debility, and injure health. If you wish to enjoy health, totally abstain from all kinds of ardent spirits. "A little wine for the stomach's sake" may be used at times. Even this must be used with great moderation. High-seasoned, rich food, I believe, is more injurious in warm climates, than in cold. Let your food always be free from spices. These are unnatural and injurious in every climate. Let your food be cooling, but nourishing. It is an undoubted fact, that the Arabs in Africa, many of them, live to a great age. This must be owing to their living so much upon milk. Nothing is more nourishing. A tumbler of milk and water, in a warm climate, is of more value than a gallon of brandy grog. Let it be a rule with you to make a free use of milk, or milk and water. Of bread and vegetables, nothing will tend more to preserve your health and give vigor to your mind. You will be free from those pressures that debilitate the body and depress the mind. This is the surest way to escape the shocking train of nervous affections which often render life a burden. My dear son, follow these directions, and if the all-wise God shall see fit to take you out of the world in the midst of your days, you will not have the galling reflection that you have been your own destroyer. There are other self-murderers besides those who shoot, hang, or drown themselves. Those who, by their intemperance, shorten their days, are, in the sight of Heaven, self-murderers.

Need I caution you against that false honor, which so frequently prevails, of attempting to take the life of a man, especially of one that has been your friend, because he has given affront? How often do such rash, not to say wicked men, rush to the bar of the righteous Judge of all the earth, uncalled for! Alas! the thought must make the sober mind shudder. A heart full of envy and revenge will never be admitted into heaven.

Can this be called bravery? No, it is madness. Nay, it is cowardice. The best way to answer slander and reproach is to live so that none who know you will believe it. This is the best mark of a noble, great, and brave mind.

My dear son, we are soon to part, never to meet again in this world. Receive this as the dying words of your father and best friend in this world. It will never hurt you if you follow it strictly. It will be a witness of your father's love and fidelity to you, at the last day, and I hope a witness for you, to your and my joy. May God Almighty bless you, and take you into his holy keeping, make you useful in life, and bring us to rejoice together in that eternal world where all is peace and love.

Your affectionate father,

JOSEPH THAXTER.

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE twenty-second semiannual meeting of this Association was held at Newburyport, on Friday and Saturday, April 9th and 10th. It was largely attended by teachers and others, and proved unusually practical through the lectures and other subjects presented, and their free discussion. The Association was called to order at 10 o'clock, A. M., of Friday, by the President, Jacob Batchelder, Jr., of Lynn. The throne of grace was addressed by Rev. Samuel Kelley, of Lawrence. The President remarked upon the importance of each person making this meeting his own, of his expressing freely his feelings, and giving direction to the exercises.

At half past 10 o'clock, A. M., the Association was addressed by J. D. Philbrick, of Boston; subject, Teaching as a Profession. The whole subject was treated in a most candid manner. Though the lecturer did not contend for the recognition of teaching as a profession, he dwelt upon its importance, while he showed the reasons for many entering upon its duties, to continue for a short time only, and also the best means for getting and keeping good teachers; he closed by presenting the teacher's encouragements, and made all to feel that the office of teacher is one of which none need be ashamed. The lecture was warmly discussed by Messrs. Vaill, Wells, Bartlet, Greenleaf, Bricket, Withington, Lackey, and Sargent.

At 2 o'clock, P. M., the Association listened to an interesting and instructive lecture upon the subject of Emulation, by Prof. A. Crosby, of Newburyport. The lecture seemed to command the universal approbation of the Association, so just were its sentiments, and so strikingly were they illustrated and enforced.

It is to be hoped that this lecture will be made accessible through the press to all who desire a *fair* view of this prominent subject. The report on School Supervision was recommitted.

At half past 7 o'clock, P. M., Joshua Bates, Jr., of Boston, delivered a lecture upon the Life and Character of Dr. Arnold: this subject proved highly practical in the hands of the lecturer, and in beauty of style out-did Mr. Bates himself.

At 10 o'clock on Saturday morning, the Association listened to a lecture upon the Teacher's Influence, by P. B. Strong, of Springfield. This lecture was characterized by great truthfulness, and beauty too, and concluded a course of which it is just to say, the Association have never listened to a better.

In course of the sessions, the Massachusetts Teacher was referred to, and earnestly commended to teachers as a most desirable companion; it was urged upon them as a practical work.

The following resolution was unanimously adopted:—Resolved, that the Massachusetts Teacher is worthy of our confidence and support,—and that it is a paper of which we may justly be proud.

Several teachers availed themselves of the opportunity offered for becoming subscribers.

The following resolution was adopted, after which, and the singing of Old Hundred, the Association adjourned.

Resolved, That the thanks of this Association be presented to the several lecturers who have addressed us during our meetings; to those editors and proprietors of newspapers who have given gratuitous notice of our meeting; to the proprietors of the Eastern, Essex, and Georgetown Railroads, for special accommodations; to the city authorities of Newburyport, for the use of the City Hall, and to the citizens of Newburyport generally, for hospitalities so generously extended to the members of the Association.

GEO. A. WALTON,
Rec. Secretary.

Lawrence, April 13th, 1852.

Essex county, Mass., is more densely settled than any other tract of land of its size in the United States. Its population in 1850 was 131,307; number of towns, 30; population to a square mile, 328.

The citizens of Newton, at their town meeting, abolished the School District system. The schools are hereafter to be under one general supervision; which it is thought will enhance their efficiency and usefulness.

A NORMAL SCHOOL IN BOSTON.

WITH great pleasure we lay before our readers the following extract from the Report of Mr. Bishop, Superintendent of the Schools of Boston. He has hit the nail on the head:

"The proportion of female teachers is rapidly increasing in the public schools of this city, as well as throughout the State and country. There are now about three hundred female teachers in the Boston schools, and this number must become larger every year, as the population increases. There are at present, in all the Primary, Intermediate, Grammar and High schools, about twenty-two thousand children, and over eighteen thousand of this number are now instructed chiefly by females. The mere statement of these facts, shows at once that whatever can be done to give to female teachers higher qualifications, will greatly increase the efficiency and usefulness of the public schools. Every year, between forty and fifty well-qualified female teachers will be wanted to fill the vacancies which are occurring in the places of teachers. If these places are filled by persons of very high qualifications, the schools will be greatly improved without any increased expense. The teachers now in the schools are generally deserving high commendation for their 'pursuit of knowledge under difficulties,' and for making acquisitions beyond the course which the Grammar schools afford. If, however, the standard of the qualifications of these teachers could be at once raised one-fourth, the character of the schools and the scholarship of the pupils would very soon be raised in the same proportion. For the purpose of accomplishing this object in the most direct and feasible way, I recommend the establishment of a Normal School as a part of the Boston System of Instruction. It is due to the inhabitants of this city to establish an Institution in which such of their daughters as have completed, with distinguished success, the course of studies in the Grammar schools, may, if they are desirous of teaching, qualify themselves in the best manner for this important employment. Educated in our schools, they would be familiar with our modes of teaching and management, and would lend a cordial coöperation in carrying into effect all the provisions of the school system. It is believed that the amount of money required for the support of such a school cannot be expended in any other manner which will render so much service to the schools. If the members of this Board shall see fit to adopt the recommendations submitted in this Report for their consideration, a Normal School can be established and maintained without increasing at all the present current expenses of the School Department.

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Should you, gentlemen, receive with favor this proposition to establish a Normal School for the purpose of preparing the daughters of the citizens of Boston to become better teachers for our schools than can now, as a general thing, be found to fill the vacancies which are frequently occurring, I will lay before the Board, at some future time, a plan for its organization and management, accompanied with full and practical details. I will now simply remark in passing, that the course of instruction in such a school should embrace a range of topics, especially adapted to the wants of teachers of such children as are found in all the lower departments of our public schools.

Teachers need to learn the general laws of the physical growth of children, so that they may know how to take good care of those placed under their charge. They should be able to teach them the proper postures for sitting and standing. They should require no positions of the arms or of the body unfavorable to a right development of the chest, nor permit any to stand or sit too long a time. They should not expose the health of their pupils by neglecting to have their school-rooms suitably warmed in the morning, and well ventilated during the day. They should not allow children to stay out at the time of recess in stormy weather till their feet and clothes become thoroughly wet, nor should they permit windows to be opened where currents of cold or damp air will fall upon the children. In fine, they should learn to take such care of all the pupils in their schools, as a sensible mother would take of her own children. I have named these things as specimens of what should be taught in regard to the physical well-being of children in schools, because I have often witnessed the sad consequences which are sure to come upon both teachers and scholars, wherever these and kindred duties do not receive suitable attention. Besides, a judicious course of instruction for such a school should embrace a practical view of that portion of Mental Philosophy which will present all that is known in regard to the natural order of the development of the intellectual faculties, and the age at which each becomes active and capable of cultivation. Without some knowledge of this kind no teachers can adapt their instructions to the age and mental condition of their scholars. Without some correct ideas on this subject, they may overtask one set of faculties in the early stages of their development and neglect to cultivate others at the proper time, and in both places do great harm to the mental character of their pupils. And, moreover, a course of Normal instruction should include such knowledge as Revelation and experience have given us concerning the laws of training the moral feelings of children. Teachers need to understand both the nature and tendency of all the passions manifested among children, and

salo how to restrain these passions within their proper limits. They should likewise understand the nature and offices of the moral sentiments, and should learn how these can be so cultivated as to hold the passions in subjection to the decisions of conscience. Perhaps on this point, more than any other, both parents and teachers are liable to make the most ruinous mistakes in the moral training of children. Some persons seem to regard the existence of the lower propensities common to us all, as evils, and address themselves to the task of eradicating them from the hearts of children, rather than to the cultivation of the higher moral elements of our nature, evidently designed to confine the lower passions within their proper spheres of action, and thus make them minister to our happiness.

NORMAL DEPARTMENT IN BROWN UNIVERSITY.

WE transfer to our pages, with great pleasure, the following letter from Professor Greene to the Commissioner of Public Schools of Rhode Island. We hail with joy every movement in education, which increases the facilities for the proper training of teachers. It would be difficult to name any one who is doing more than the writer of this letter to elevate the qualifications of teachers, and place the profession of teaching on the true basis.

“ PROVIDENCE, February 12, 1852.

“ HON. E. R. POTTER :

“ DEAR SIR:—You ask me to give you information respecting the organization, course of instruction, and present condition and prospects of the Normal Department of Brown University. In compliance with this request, permit me to premise that the enterprise is yet in its infancy,—the first class having been formed at the commencement of the present collegiate year. Hence little can be said of results. It promises well. All that could be reasonably hoped, during so short a period, has been realized. The department is intended to fit teachers for the *practical* duties of the school-room. The course of instruction, the drill exercises, all tend towards this point.

“ Two things are contemplated in the plan of organization. Of these that which is peculiar to the department is the professional training which the course in Didactics is intended to give.

“ The second is the literary and scientific discipline which the various courses afford to those who seek for situations in the higher grades of schools. Those who are candidates for degrees

are, in the regular order of study, pursuing these courses. To such, the Normal department is a kind of professional school, to fit them for their chosen occupation. But to those who come mainly to study Didactics, and yet wish to extend their literary and scientific researches, without obtaining a degree, the collegiate courses afford peculiar advantages. The student is placed at once in a literary atmosphere. He is in daily contact with scholars. He has access to a large and valuable library. The principles of Chemistry and Natural Philosophy are illustrated by an extensive and well-chosen apparatus. History, English Literature, Rhetoric, and English Composition, are all taught by able professors. And if he chooses to pursue one or more of the languages, he has the privilege of doing it. All these can be attended to in connection with Didactics.

"But that the advantages of the department may be enjoyed still more widely, a second class, of a more popular character, has been organized. This class is attending a course of lectures and drill exercises at the lecture room of the High School. It is opened for those teachers, male or female, who seek for situations in grammar and primary schools, and who have already made sufficient progress in the elementary branches to fit them for their profession. The exercises here are purely didactic. The principles of the art of teaching are distinctly stated and illustrated before the class; and to render the work more effective, the members themselves are called out individually to give elementary lessons,—regarding the class for the time as their school. The skill and efficiency with which these exercises are conducted become, at once, a test of ability, aptness to teach, self-possession, and power to command attention. This class, thus far, has been chiefly composed of ladies, mostly from Providence and the surrounding towns. It consists at present of upwards of sixty members.

"The course of instruction in both classes is, in its general spirit, the same; but in form it differs, to adapt it to the different degrees of attainment of the two. All instructions are given by lectures and practical exercises. The aim of these lectures and exercises is to reach the elementary steps in every branch taught in our schools, which can be most easily and readily comprehended by the child. It has also been our aim to determine not only what faculties of the child should be first addressed, but also the point of view from which instruction should be presented to them.

"Every subject may be said to have an *interior* and an *exterior* point of view, from which it may be examined. There is a *vital* element and an outward *manifestation*, which is only an unfolding of the former. He only can be said to comprehend a subject who examines it from its spirit and intent. When

approached from this interior point of view, a subject does not lose its identity though it assume a variety of forms; whereas, when viewed through some outward manifestation, it is usually seen only through a particular form, and that but dimly. For example, the learner is told by the formalist in Arithmetic, that he must place units under units, tens under tens, hundreds under hundreds, &c. Why he should do so, he cannot tell. He is not made to *feel* the fitness of it, but obeys simply the *letter* of the rule. And in Addition, he must begin at the right hand, and add up the first column, writing underneath the entire sum, if it do not exceed nine, but writing only the right-hand figure and *carrying* the left to the next upper column, if the sum be greater than nine. To the learner thus taught, all these directions become inwrought into the very idea of Addition, as though they were vital to it. He supposes this the only mode of adding; and that any deviation from it is a violation of *essential* principles. Now let the same learner become familiar with every feature of the Arabic system of Notation as an ingenious invention—let him see how it can, with a few characters, represent all possible numbers—let him see, by contrasting it with other methods, as the Roman, for example, what unparalleled facilities it affords for carrying on arithmetical operations—let him understand the fundamental principle that wholes are added to wholes when we unite all their corresponding parts—and he will at once see that it will make, essentially, no difference whether we begin at the right hand, or the left, or in the middle, or whether we add *up* or *down*, if so be that *all* the corresponding parts are united, and each figure has the *place* which its value demands. If at length it should be found, by repeated experiments, that it is more convenient to begin at the right hand, that *convenience* will then be appreciated, but appreciated as a convenience, and not as something essential. Now when the learner looks at Addition from this point of view, he will see, whatever may be the mode of adding, that every method is pervaded by one and the same principle, viz.: that wholes, however large, are added to wholes when we unite their corresponding parts, and that it is the crowning excellence of the Arabic method of Notation, that it represents all numbers in corresponding parts, as units, tens, &c., and that these parts, taken separately, are small numbers, and easily comprehended.

“This interior view is capable of indefinite illustrations drawn from Arithmetic, Reading, Grammar, History, Geography, and in fact, all the branches taught in our schools. It has been the chief aim of our course in Didactics, to open and unfold the methods by which the various branches may be presented from this point of view, to children. In no department has it been found necessary to labor more assiduously than in that of Read-

ing. The elements of Reading, if taught at all, are too apt to be exhibited in the form of rules which cannot be readily comprehended, much less exemplified by the pupil. They are usually either a dead letter, or are exemplified only by a servile imitation of the teacher's voice. Now he who looks at a subject from this interior point, needs no rule,—the *thought* and *feeling* of the writer is his rule; in other words, the rule is to give just such an expression of the spirit and life of the subject as one would naturally give to it himself, were he to embody it in his own words.

“Two things are needed to secure good reading. Foremost and chief, is a delicate appreciation of the sentiment to be expressed; and then such a training of the vocal organs as will secure a forcible, clear, distinct, and musical utterance of that sentiment.

“He, therefore, who would teach Reading well, must dwell much upon the thought; he must cultivate the ‘mind’s eye’ of the child, that he may see what the writer saw, feel what the writer felt, and then express these thoughts and feelings without restraint. In so doing, the pupil, by his own voice, exemplifies the rules of good Reading, at first without knowing it; at length, his own utterance furnishes him with the rules for stress, force, inflection, quantity, rate, pitch, emphasis, cadence, modulation, &c., &c. But all this must be under the guidance of an experienced teacher, who can himself appreciate and exemplify all these qualities of good Reading, and draw the attention of the learner to what his own voice illustrates. Hence the necessity of such Normal exercises as will prepare teachers to take up Reading from the right point of view. The first error in teaching children to read, lies at the very foundation. The first lesson is usually wrong. Instead of presenting a child at the outset with a letter, as a mere form for him to look at, and name, the teacher should give him an elementary sound and require him to utter it,—then another, and so on. The letter should afterwards be given as a symbol of the sound, to be associated with it, at first as an aid to his memory, and finally, as a permanent representation. In this way, the letter means something; and in combining letters into syllables and words, their utility is readily appreciated.

“The next error lies in an almost total neglect of the *thought*, in the mechanical process which the pupil must go through in spelling out the words of his reading lesson. Hence that stiff, broken, school-boy style of reading which is so disagreeable. It lacks soul—is wholly devoid of thought. To improve it, the unskilful teacher urges the child to ‘speak up loud,’ and ‘read faster,’ thus involving him in two other errors,—if possible, worse than the first,—and that, too, without correcting

the first. The child's voice must, as soon as possible, be placed under the supremacy of thought; then will this mechanical utterance yield to a life-like and graceful expression of the sentiment of the writer. Our exercises in the classes have aimed to exemplify this mode of teaching Reading.

"I have thus given you a few specimens of the methods which have been adopted in our course in Didactics. Suffice it to say, that similar methods are adopted in all the school branches. We have not been through with an entire course in any one; this would be impossible in the time allowed us. But we have given specimens of what may be called elementary teaching in the various departments of each. It has been our aim to show how this kind of teaching should be conducted, in a suitable number of examples, and leave to the members the work of applying it universally. We have aimed to make them *independent* teachers, not leaning servilely upon the text-book. Those who give a good elementary lesson without a text-book, will be most likely to use that instrument to the best advantage. Such is the course of instruction, so far as I can represent it in this short space. It should be added, that my connection with the Public Schools of Providence enables me to give the members of the classes peculiar facilities for improvement.

"What cannot be seen in exercises conducted before the Normal class, since the members are not children, but only supposed to be for the time, may be witnessed in reality in the different grades of our Public Schools. To these schools all the members of the class have free access. Here they can witness a practical exemplification of the principles to which their attention has been called.

"Upwards of eighty persons have availed themselves of the opportunity which these exercises afford, since the opening of the department last September. It will be seen from this brief sketch of the organization and condition of these classes, that a wider range for culture and mental improvement is here afforded than in any Normal school in the country. He who would with a liberal education prepare himself for teaching in Academies and High Schools, has here an opportunity for so doing. He, again, who would pursue a shorter yet thorough course, can accommodate himself to his wishes and circumstances. And yet again, he who wishes to combine the advantages of the Normal School and Teachers' Institute, may attend a course of lectures during the autumn and spring.

"Again, it will be seen that the exercises appropriately belonging to the department are strictly didactic, not academic, the latter being furnished by the college courses. The question is not, Have you attended to such a branch? but, How would you teach it to a beginner? How to one more advanced?

What means would you adopt to secure order and thrift in a school? To inspire the pupil with enthusiasm? To create a love for study? To raise him to a perception of what is noble, and worthy of his aspiration? And yet it is obvious that every branch taken from this point of view assumes a new and peculiar interest, which leads to a far better comprehension of the branch itself, than when learned merely as a school task. A task accomplished simply for the recitation room, is often only half learned; it is committed to the memory, rather than the understanding. But when learned by one who feels himself responsible for an explanation of every idea it contains, it must be thoroughly learned. He must know not only the lesson itself, but its various relations to collateral subjects. He cannot slight it, and then expect to teach it successfully. Hence, although the student, on entering this department, is supposed already to *know* what he is now learning to *teach*; yet he will find his knowledge of the various branches greatly improved from the new impulses under which they are reviewed.

"The tests to which candidates are usually subjected in examinations, make known only their literary qualifications. Little is learned of one's aptness to teach, power to interest and secure attention, ability to control, fruitfulness in expedients, skill in adapting instruction to age and capacity of children, and force and impressiveness of illustration. But it is obvious that these didactic exercises, in no inconsiderable degree, test the capacity of the candidate in all these. Hence the advantage which school committees and supervisors may derive from an acquaintance with the members of these classes, and the progress which they have made in all the characteristics of the good teacher.

"It is equally obvious, that the department will afford peculiar facilities to those who aspire to good situations, and would be placed in a position to make themselves known. I am often applied to for suitable persons to fill all classes of vacancies, from the High School down to the Common District School.

"Hoping that this imperfect outline may, in a measure, answer your inquiries,

"I remain, very respectfully, your obedient servant,

"SAMUEL S. GREENE,

"Professor of Didactics in Brown University."

It is a most fatal mistake to regard order as the *end*, instead of the *means*.

[For the Massachusetts Teacher.]

TO THE BAND OF MASSACHUSETTS TEACHERS.

THERE is no pearl, however fair,
 O'er which bright oceans roll,—
 There is no gem that can compare
 With man's immortal soul.

The pearl may mingle with the earth,
 The diamond may decay ;
 The soul hath an eternal birth,
 It cannot pass away.

But O, the dross of earth may cloy,
 And dim its beauties rare ;
 It asks and seeks a purer joy,
 It needs a purer air.

'T is yours to save, ye noble band,
 From ignorance' vile breath ;
 To raise the soul, with gentle hand,
 From intellectual death :

To lead the youth to Learning's shore,
 Where her bright fountains burst,
 Where he can drink, forever more,
 And quench his burning thirst.

O, can a mission more sublime
 To mortal man be given,—
 The mind to lead to wisdom's clime,
 And fit the soul for heaven ?

A mission deep as ocean's flow,
 As wide as land from land ;—
 You've Heaven's promise—onward go,—
 God speed you, noble band !

W. Yarmouth.

MARY H. E. CHASE.

DARE AND DO.

" DARE forsake what you deem wrong,
 Dare to walk in wisdom's way,
 Dare to give where gifts belong,
 Dare God's precepts to obey."

" Do what conscience says is right,
 Do what reason says is best,
 Do with willing mind and heart,
 Do your duty and be blest."

INSTRUCTIONS TO A SON.

BY GOETHE.

THE time draws nigh, dear John, that I must go the way from which none returns. I cannot take thee with me ; I must leave thee in a world where good counsel is not superabundant. No one is born wise. Time and experience teach us to separate the grain from the chaff. I have seen more of the world than thou. It is not all gold, dear son, that glitters. I have seen many a star from heaven fall, and many a staff on which men have leaned break. Therefore, I give thee this advice, the result of my experience. Attach not thy heart to any transitory thing. The truth comes not to us, dear son ; we must seek for it. That which you see, scrutinize carefully ; and with regard to things unseen and eternal, rely on the Word of God. Search no one so closely as thyself. Within us dwells the judge who never deceives, and whose voice is more to us than the applause of the world, and than all the wisdom of the Egyptians and Greeks. Resolve, my son, to do nothing to which this voice is opposed. When you think and project, strike on your forehead and ask for his counsel. He speaks at first low, and lisps as an innocent child ; but if you honor his innocence, he gradually loosens his tongue and speaks more distinctly.

Despise not any religion ; it is easy to despise, but it is much better to understand. Uphold truth when thou canst, and be willing for her sake to be hated ; but know that thy individual cause is not the cause of truth, and beware that they are not confounded. Do good for thy own satisfaction, and care not what follows. Cause no gray hairs to any one ; nevertheless, for the right even gray hairs are to be disregarded.

Help and give willingly when thou hast, and think no more of thyself for it ; and if thou hast nothing, let thy hands be ready with a drink of cold water, and esteem thyself for that no less. Say not always what thou knowest, but know always what thou sayest. Not the apparently devout, but the truly devout man respect, and go in his ways.

A man who has the fear of God in his heart, is like the sun that shines and warms, though it does not speak. Do that which is worthy of recompense, and ask none. Reflect daily upon death, and seek the life which is beyond with a cheerful courage ; and, further, go not out of the world without having testified by some good deed thy love and respect for the Author of Christianity.

GUYOT ON THE MOSAIC COSMOGONY.

PROFESSOR GUYOT has finished his remarkable course of lectures—we were near calling them disclosures—about the Mosaic cosmogony. We publish the last to-day. They are all worth preserving. We shall probably republish them in some more accessible form. The Professor, it will be remembered, commenced with an exposition of the laws of development which governed the material world, according to the Mosaic cosmogony and the ascertained laws of natural science, and then proceeded to prove that when the action of those laws was suspended by the day of rest, or "Sabbath of the Globe," they recommenced in the moral world, or the "World of History." For each of the five days, or epochs of creation, he shows a corresponding epoch in the history of the human race. Thus he marks the different civilizations as forming epochs or days, the first being the Eastern, the second the Greek, the third the Roman.

This last terminates the civilizations or periods of development in the heathen world, which he compares with the first three days of the creation, or the inorganic period. The Christian world, of which, he says, we are in the second epoch, he compares with the organic periods of the globe, the third being yet to come. In each of these successive civilizations, he traces a higher form of development, and proves that man is becoming more elevated in his moral, political and social condition, and that, instead of retrograding, he is advancing, according to established and immutable laws, to a higher state of perfection. The idea embraced in these lectures is entirely original, is presented in a clear and forcible manner, and is certainly supported by a strong array of facts.—*Evening Post*.

TEACHING AND TRAINING.

It is recorded of Dean Swift, that he had often been teaching his servant in vain to close the library door, when she left the room. One day she entered her master's study, and requested permission to go to the marriage of a friend, a few miles into the country, which was granted. The door as usual was left open. Annoyed at this, the Dean permitted the girl to leave the house several minutes, and then ordered another servant to follow, and say to her that her master wished to speak with her. She reluctantly obeyed the summons, and returning in great haste, inquired what her master wished to say. The Dean calmly replied, "O, nothing in particular; shut the door." What *teaching* had failed to do, training, in this instance, fully accomplished, for the door was ever afterwards properly closed.

Resident Editors' Table.

GEORGE ALLEN, Jr., Boston, }	RESIDENT EDITORS. {	JOHN D. PHILBRICK, Boston,
C. J. CAPEN, Boston, }		D. B. HAGAR, W. Roxbury.

DEARBORN SCHOOL, ROXBURY.

THE beautiful and convenient building erected for this school, is located in the vicinity of Mount Pleasant, a little retired from the street, with ample grounds, thus affording all the quietness of a country school, though in the midst of a populous community. The edifice is built of brick, two stories high, its dimensions sixty by seventy-two feet. The first story has four rooms, capable of accommodating fifty-six scholars each; and the second story two rooms, each of which will contain forty-nine scholars, also a hall for singing, exhibitions, and other general exercises.

Beauty and utility are admirably combined, both in the building and its fixtures, embracing all the modern improvements, and rendering it one of the most convenient as well as pleasant houses, for the number of pupils, in the vicinity. It is an ornament to this young and thriving city, reflecting much honor upon its enterprising government. Upon the front of the edifice, is the simple inscription, "*Dearborn*," in honor of the late General Dearborn, the beloved and distinguished mayor of the city.

The dedication took place, with appropriate exercises, on Tuesday, the second day of March, in the presence of a large and delighted audience. The services were commenced with singing, by the scholars, followed by an appropriate prayer, by Rev. Dr. Putnam. Alderman Curtis, chairman of the committee on public property, made some statements respecting the building and its cost, which was, including the land, over twenty thousand dollars; and then delivered the key to his Honor, Mayor Walker, who responded in a very appropriate address on the subject of education. In closing, he committed the house to the care of the school committee, through their chairman, Rev. Mr. Shailer, who made a few eloquent remarks, mainly to the children, urging upon them the duty of meeting the high expectations of the community, and making attainments in knowledge commensurate with their distinguished privileges.

Rev. Mr. Alger, in his usual chaste and happy style, next addressed the assembly, presenting as models of perseverance in science, many eminent men, among whom was our own illustrious Franklin; and closing with a fine poetical quotation.

The audience were happily entertained by a few brief remarks from Rev. Mr. Ryder, who drew a pleasing contrast between the structure of their school-houses of the present day and those of his boyhood, much to the amusement of all present. Dr. Putnam spoke very briefly, urging upon the boys the great importance of truth and goodness.

Mr. Reed, principal of the Washington School, out of which this school was formed, next addressed the meeting, thanking the city government for the ample provisions they had made for the education of their increasing population, and giving his parting good wishes to the children who had been under his care. The concluding address was made by Mr. Long, who had been previously appointed principal of the Dearborn School. His remarks were directed chiefly to parents, inviting their sympathy and coöperation in the establishment of a good school, to secure to their children the best advantages for mental and moral cultivation.

The exercises were enlivened by the singing of several appropriate songs by the scholars, under the direction of Mr. Pratt, their music teacher. A general feeling of approbation prevailed, and the people retired, delighted with the new school accommodations, and quite satisfied that the public treasures had been judiciously expended.

SALARIES OF TEACHERS IN BOSTON.

THE masters of the Latin and English High Schools, have a salary of \$2,400 each per annum; and the ushers in both schools have \$800 each, for the first year of service, with an annual income of \$100 for each additional year of service, until the salary amounts to \$1,200; at which sum it remains fixed. All grammar and writing masters have a salary of \$1,500 each; all sub-masters in the Grammar Schools, have \$1000 each, per annum. All ushers in said schools have \$800 each, per annum. Head assistants, \$400 each; and all other assistants, \$250 for the first year's service; \$300 for the second year's service; and \$350 for the third and succeeding years. The teachers of music receive \$100 a year for instruction in each school, which sum includes the consideration for the use of a piano-forte. (All the salaries are fixed by the School Committee.)

Thanks to the "Vermont Whig Union" for their kind notice of our journal. We are fully persuaded that the Union is a whole man, not only for this, but because he calls teaching a "heavenly vocation."

BOOKS FOR REFERENCE IN SCHOOLS.

ON this topic Mr. Bishop, in his late report, says :

"I am desirous of saying a few words in favor of having in every Grammar School a small collection of *books for reference*. Teachers, like gentlemen in other professions, need a few suitable books of this class always at hand ; for they cannot carry all the minute details of the different branches taught in the schools in their minds, always ready for use, any more than well-read lawyers, physicians, or clergymen can respectively carry all their professional learning with them, ready to meet all emergencies. All persons who know *where* and *how* to look for such information as they want, may be considered well educated, in the professional sense of the term.

"There is wanted in every Grammar School a collection of such works as would make, when all taken together, one comprehensive dictionary on the subjects connected with school studies. This library of books of reference need not at first contain more than twenty-five volumes, embracing such works as the American Encyclopedia, McCulloch's Geographical and Commercial Dictionaries, Brande's Dictionary of Science, Literature, and Art, Smith's Dictionary of Greek and Roman Antiquities, with a Universal Biographical Dictionary, and a good Atlas of Ancient and of Modern Geography. These few books would render great assistance to the teachers and the scholars in their respective labors."

We agree with the writer in the view here presented. If we could have but one of the works mentioned in the list above, we should prefer the American Encyclopedia. There is another work which we wish to recommend to all teachers who do not possess it. We mean the Cyclopedia of English Literature. The price is so moderate that it is within the reach of all. Scholars will esteem it a great favor to be allowed to read it.

P.

LOCKE AMSDEN, OR THE SCHOOLMASTER: *A Tale, by the Author of "May Martin," "The Green Mountain Boys," &c. Published by B. B. Mussey & Co.*

THIS work was first given to the public about four years ago. It was a literary experiment. The author had the courage to leave the beaten track of novel writers, and strike out boldly into a new field of romance. Instead of a marble palace, or an enchanted castle on some fabulous, far-off shore, a common farm-house, situated upon an unpoetic turnpike road, within the geographical limits of the wool-growing, butter-making State of Vermont, is selected as the opening scene of the story. The hero is a new character in print ; you cannot find one lineament of his features in any fiction, from Homer to the "Bleak House." He is no knight of gentle blood, with "steel-

gloved hand," nor victorious captain, "bearing his blushing honors thick upon him," but a farmer's boy, sixteen years old. But still he is "every inch" a hero, for he fights heroically, and conquers.

When we see him for the first time, we find him on the field of battle, fighting with might and main, and though literally *down*, he is by no means *floored*. He is lying on some straw at the mouth of a shanty, or sugar camp, which opens towards the row of boiling kettles in front; these kettles are filled with maple sap, drawn from the noble kings of the New England forest, which stand in regal dignity around the spot. The lad has a ciphering slate and a large, old, cover-worn volume spread before him. With pencil in *rest* he is contending with all his forces, with old Pike's "*invincibles*." Soon the battle is won, he leaps upon his feet, and exclaims aloud, "I have done it! I have done it!" and turning back, and shaking his fist at the prostrate foe, he adds, "Now, old Pike, just show me another sum that I can't do, will you? you are conquered, sir!" This conquest gives us a "touch of the hero's quality."

Scott, Irving and Dickens have drawn ludicrous caricatures of the schoolmaster, and set him up to the gaze of the world as an object of ridicule, if not contempt. But this author has nobly dared use the same means to elevate and dignify the business of training the young. His attempt has not been in vain. In the form of a charming story, he has instilled the true doctrines of popular education into thousands of minds which would have turned with indifference, if not disgust, from the same truths, couched in the language of didactic gravity. And if it could be perused in every family in the land, it would leaven the community with just principles on the subject of education. I do not want better evidence of the merit of the book, than the fact that *boys* will read and re-read it as they would the Arabian Nights; and that mature and cultivated minds are not satisfied with a single perusal. It is a sort of a schoolmaster's Pilgrim's Progress. It shows how a schoolmaster can be a whole man, and this is no small service. Had the author stopped here, and not made his schoolmaster-hero marry an heiress, and go to Congress, I cannot but think he would have done better. It is true, he made Locke marry a lady whom he took to be a penniless orphan. That circumstance is some compensation for the good fortune which followed. But to make the halls of Congress the goal of the teacher's ambition, does injustice to the profession of teaching; for it is thus degraded to a stepping-stone to a higher station. But considering the great merit of the work, this blemish is but as a spot on the sun.

No teacher can afford to dispense with this book from his library.

DIVISION OF LABOR IN SCHOOLS: Being the Substance of an Annual Report read at the Exhibition of the Chauncy Hall School. By T. Cushing, Jr.

THE methods of applying the great principle of the *division of labor* to the instruction and government of schools, deserves the careful study of those intrusted with the administration of educational affairs.

The pamphlet before us affords a good illustration of the principle in a large private school. The Author is persuaded that this principle "can be introduced into the work of instruction to as much advantage as in any of the mechanical arts."

To expect that a single teacher can teach all the branches, in all grades, with skill and success, is not much more reasonable than to expect one mechanic to perform properly all the mechanical processes needed in civilized life.

P.

ANNUAL OF SCIENTIFIC DISCOVERY, or Year-Book of Facts in Science and Art, for 1852. Edited by David A. Wells, A. M., and published by Gould & Lincoln, Boston.

THIS volume constitutes the third of this series, in the order of chronology, but, according to our judgment, the *first* in point of excellence.

It contains a sketch of the most important discoveries and improvements in mechanics, useful arts, natural philosophy, chemistry, astronomy, meteorology, zoölogy, botany, mineralogy, geology, geography, antiquities, &c., together with a list of recent scientific publications; a classified list of patents; and a series of exceedingly interesting notes on the progress of science during the year 1851, drawn up by the Editor. It is intended that this Annual shall be conducted in such a way that a complete series of the work shall present, as nearly as possible, a complete scientific history, not only of each year, but also of the whole time elapsed since the publication of the first volume.

This work seems to be almost indispensable to the teacher who would keep up with the times.

P.

EDUCATIONAL REPORTS AND PUBLICATIONS WANTED.

The subscriber having been requested to draw up a sketch of the progress of education in the United States, during the last year, most respectfully solicits copies of educational documents from all parts of the country, to aid him in the performance of this undertaking.

JOHN D. PHILBRICK, *Boston, Mass.*

COST OF ALL THE PUBLIC SCHOOL ESTATES IN BOSTON.

1. Cost of the Latin and English High School Estates, and of the improvements on the same,	\$81,151.51
2. Cost of all the Grammar School Estates, and of the improvements on the same,	762,744.22
3. Cost of all the Primary School Estates, and of the improvements on the same,	427,377.84
Total cost of all the public school estates,	<u>\$1,271,273.57</u>

EDUCATIONAL STATISTICS OF UPPER CANADA.

Number of schools in operation,	3,059
Number of pupils attending the Common schools in Upper Canada,	151,891
Adult population of Upper Canada,	803,493
Population between 5 and 16 years of age,	259,258
Colleges in operation,	7
Academies and district Grammar schools,	57
Students attending Colleges and Universities,	684
Students attending Academies and Grammar schools,	2,070
Pupils attending private schools,	4,663
Common school teachers in Upper Canada,	3,476
Female teachers,	779
Average number of months each school is kept open,	9½
Total amount of money available for teachers' salaries, and the erection and repairs of school-houses,	<u>\$410,476</u>

"INTERESTING CORRESPONDENCE."

A subscriber in North Carolina writes as follows :

"Some two months ago, I subscribed to the Massachusetts Teacher, and was so pleased with it, I have inquired where I might obtain another *article* of the same character. I saw something in the Teacher of an *Ohio Journal of Education*. Please tell me where it is published, and by whom."

We are happy to inform our correspondent, that the Ohio Journal of Education is published at Columbus, and One Dollar sent to Lorin Andrews, of that place, will pay for it, one year. A capital paper it is, too.

A project is on foot, in the southern and central portions of Illinois, for the establishment of an industrial university, in which the science of agriculture and the principles of mechanism shall be practically taught. The fund for this purpose, now at the command of the State, has accrued from the action and foresight of the constitutional convention assembled at Kaskaskia, in August, 1818, in accepting certain propositions of Congress in relation to certain lands for school purposes.

The American Institute, of New York, has issued a circular proposing the establishment of an American school of mines, to be located in New York, under the auspices of the Institute. Dr. C. T. Jackson, of Boston, is named as the Director. The plan embraces courses of popular lectures on geology, mineralogy, mining, metallurgy, and chemistry proper, together with practical instruction in each of the above named branches of science, and also in civil engineering and nautical astronomy.

A new university, projected upon an extensive scale, has been established at Albany, New York, Judge Bronson President. The lectures upon medicine, law, and various departments of science, have commenced, and are in progress. The university in plan more nearly represents the European universities than any thing now in this country. It is intended that the professors shall be remunerated by the fees which they receive from those who attend the lectures. By a generous subscription of the people of Albany, four persons from each senatorial district of New York, and certain other persons, are allowed, this year, to attend upon the lectures gratuitously. Among the lecturers connected with this university, are Prof. Mitchel, on astronomy; Prof. Norton, scientific agriculture; Prof. Hall, geology; Dr. Henry Goadby, entomology; Profs. Agassiz, Guyot, and others.

Since the meeting of the American Association at Albany, active measures have been taken to secure the establishment of an astronomical observatory in that city. Twenty-five thousand dollars have already been raised, to which sum Mrs. Dudley contributed thirteen thousand. A valuable lot of land for the site of the building has also been given, by Mr. Van Rensselaer. The director of the observatory will be Prof. O. M. Mitchel, formerly in charge of the Cincinnati Observatory. The instruments are to be purchased in Europe, by Prof. Mitchel.—*Annual of Scientific Discovery*, 1852.

A legacy of \$50,000 has been left to Dartmouth College, New Hampshire, by Abiel Chandler, of Boston, for the purpose of establishing a school of instruction in the practical and useful arts of life.